DOCUMENT RESUME

ED 131 195 08 CE 007 653

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TITLE SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
INSTITUTION Human Resources Management, Inc., Washington, D.C.
SPONS AGENCY National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE 15 Apr 76
CONTRACT 300-76-0061
NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Bias; *Career Education; Directories; Instructional Materials; Material Development; Nondiscriminatory Education; *Research Projects; *Sex Discrimination; *Sex Stereotypes; Social Attitudes; *Vocational Education

ABSTRACT

In a project to review and analyze successful strategies to eliminate sex bias in vocational education, five basic approaches were derived from an analysis of the goals and objectives of relevant projects: (1) Increasing career awareness, (2) recruitment to non-traditional training, (3) conferences to increase commitment, concern, and activities, (4) materials development, and (5) materials review and revision. This report lists four to six projects under each category (with project directors, addresses, and phone numbers) and provides a brief summary of strategies for each type of project. (HD)

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SAVE* Your Schools

*(STRATEGIES TO ACHIEVE VOCATIONAL EQUALITY)

To
The National Advisory Council
on Vocational Education

300-76-0061

Office of Education Contract No. 300760061

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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April 15, 1976

CE 001 653

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INTRODUCTION

Vocational educators have become increasingly aware of the problem of sex stereotyping in their programs. In an effort to provide guidance the National Advisory Council on Vocational Education (NACVE) has funded this project to review and analyze successful strategies to eliminate sex bias in vocational education.

Five basic approaches to alleviation of sex bias were identified from the review of relevant projects. They are:

1. Increasing career awareness
2. Recruitment to non-traditional training
3. Conferences to increase commitment, concern and activities
4. Materials development
5. Materials review and revision

These approaches were derived from an analysis of the goals and objectives of the projects. Projects utilizing a common approach usually had similar overall strategies although they may have used different materials and techniques. This report presents projects classified by their approach and a summary of their strategies. Specific elements of the strategies as well as techniques and materials that are innovative or unique to a particular project can be found in the final report of this project entitled: Exemplary Strategies for Elimination of Sex Bias in Vocational Education Programs.

This report presents an indepth review of each of the projects, identifies their products and summarizes their relevance for other programs. It also includes three appendices which provide useful contacts and resources for those interested in developing programs. This final report may be obtained from the National Advisory Council by telephone or written request.

In order to facilitate cross-reference to the final report, numbers referring to the relevant pages in the larger report are noted as appropriate, within the text of this document.

It is the hope of the author and the National Advisory Council on Vocational Education that the information provided in these reports will open channels of communication and spark new efforts to eliminate sexism in vocational education.

An evaluation of alternative strategies which educators, particularly vocational educators, can employ to overcome sex-stereotyping was conducted by the project, "Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs." A final report is due September 30, 1976. Contact: Edgar A. Parsons, Systems Services, Inc., 121 S. Estes Drive, P.O. Box 2345, Chapel Hill, North Caroline 27514, (919) 929-7116. [p.48]

Projects to Increase Career Awareness of Students

Though these projects do not specifically attack the problem of sex discrimination in vocational education, they supply insights into career planning and facilitate greater career exploration. Ultimately, therefore, they may increase the number of non-traditional enrollees in vocational education programs. [pp.6-13]

Each of the projects utilizes a strategy of intervention into school programs and into the home for high school graduates for the purpose of career awareness and planning at or before the secondary level. It is particularly necessary for potential vocational students to receive early intervention since their training usually ends with high school.

Intervention occurs as:

- the restructure of existing curricula and vocational education programs
- development of units to be included in course outlines
- initiation of career awareness and exploration courses.

The curricula and units utilize role playing, values assessment, specially developed games, films, sideshows and a variety of other approaches. Through these techniques, students are introduced to the important facts and information about the world of work, the distribution of male and female employees, the relationship between occupation and wages, the meaning of dead-end jobs and the availability of numerous career options. Much of the information utilized in these reports is provided by the Women's Bureau publications. A particularly popular document for this purpose was The Myth and The Reality which presents the facts, as opposed to popular misconceptions, about women workers.

Counselors help the staff realize the project objectives by working with the students in thinking through career options and identifying the best paths and training programs for attaining their career goals.

For further information about these projects contact:

Broadening the Scope of Involvement of Young Women in Occupational Education
JoAnn Steiger
6723 Towne Lane Road
McLean, Virginia 22101
(703) 821-2717
Funding Source: Part of Vocational Education Amendment of 1968 and grant under Title IV of Civil Rights Act of 1964 through Illinois Equal Education Opportunity

Career Decision Making Guide for Adult Basic Education Teachers
Huntsville, Alabama City Schls.
Adult Education Program
2627 Hall Ave., N.W.
Huntsville, Alabama
Funding Source: U.S. Office of Education.
Project Monitor: Robert Marshall
(202) 245-9760

Career Exploration Project for High School Senior Women
Walter S. Smith, Asst. Professor of Education
Emily Taylor Resource and Career Center for Women
220 Strong Hall
University of Kansas
Lawrence, Kansas 66045
(913) 386-4435
Supported in part by National Science Foundation, Grant GY11322

Project HEAR
Merle Breitenfeld
Cogent Associates
575 Ewing Street
Princeton, New Jersey 08540
(609) 921-1484
Funding Source: Grant under Elementary and Secondary Education Act, Title III

Career Counseling and Guidance Project
Vivian Guilfoy
Education Development Corp.
Newton, Massachusetts
(617) 969-7100
Funding Source: National Institute of Education, Education and Work Division
Project Monitor: Ella Kelly
(202) 254-5473

Projects to Recruit Women into Non-Traditional Vocational Training [pp. 13-25]

Projects have recently been initiated to increase the number of female trainees in the male-dominated vocational training programs by educating them to the advantages of such training and actively recruiting them into these non-traditional programs.

These projects differ in scope and several of the component techniques are unique but the basic strategies follow much the same pattern.

The strategies include:

- materials collection and/or development
- stimulation of interest and support
- increasing career options of students through presentation of information, introduction to skilled trades and training and provision of role models.
- availability of support services

In the initial phases of these projects, information is collected and materials are identified or developed to inform students, teachers and the community about the problems of sex stereotyping and the options of non-traditional occupational preparation. In most instances, project staff members found commercially available materials and films unacceptable for use in the project. Most projects developed their own materials including slide shows, filmstrips and workshops. The materials of the Women's Bureau of the Department of Labor were frequently a primary source of information for the development of these materials.

Interest and support for the project were stimulated among students, teachers, parents, employers and the community by numerous presentations of project objectives. Techniques for reaching these audiences varied and included formal staff presentations, the use of filmstrips and/or slide shows at PTA's and other civic groups, small discussion groups for students led by project staff members, poster and media campaigns, a proclamation of a non-traditional careers day with displays, assemblies and speeches from employers and workers and group or individual meetings with guidance counselors.

Once the interest of students and community was stimulated, the next course of action was to increase the awareness of the female students concerning options, demands and benefits of non-traditional programs. They were informed about the type of skills that are necessary, the working conditions, the salaries and the entry requirements for many of the skilled and technical trades. Open houses were held in the vocational programs and the female students were allowed to sit in on the training classes. This technique relieved some of the alienation the women had felt toward the male intensive courses and familiarized them with the physical surroundings, the materials, the other students and the teachers of those programs. Young women who expressed interest or intent in enrolling in male intensive training were, in some cases, taken on tours of actual work sites by local employers. In most cases, the projects reported that most of the potential employers were receptive and eager to help with the project.

Support services were made available for the female enrollees in non-traditional training. These services were provided by the project staff or counselors who had regular contact with the young women and who indicated they were available to discuss problems when they arose. Staff members also carefully monitored the progress of the female students to ensure that they were progressing successfully with the training and interpersonal situations. Each of the projects reported that the new enrollees were well-received by their peers and teachers and that they were equal or superior to the males as trainees.*

For further information about these projects contact:

New Pioneers Project to Eliminate Sex Bias in Occupational Education
Amanda Smith
State Dept. of Education
Burn Hotel Building
Raleigh, No. Carolina 27611
(919) 829-3614
Funding Source: State grant under Vocational Education Amendments of 1968, Part C, Section 131b
Project Monitor: Velma Brawner

Career Development Centers
D.C. Public Schools
Dr. Otho Jones
415 12th Street, N.W.
Room 1001
Washington, D. C. 20004
(202) 724-4178
Funding Source: State grant under Vocational Education Amendments of 1968, Part C, Section 131b
Project Monitor: Harris Taylor
(202) 737-2557

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* Although in some cases the initial peer reaction was less than friendly, after the first few sessions the relationships became amicable.

Bureau of Occupational and
Adult Education
(202) 245-2617

Project EVE (Equal Vocational Education)
Jane Lerner, Co-director
College of Bus. Administration
Cullen Boulevard
Houston, Texas 77004
(713) 749-3755
Funding Source: State grant under Vocational Education Amendments of 1968, Part C, Section 131b
Project Monitor: Velma Brawner, Bureau of Occupational and Adult Education
(202) 245-2617

Women in New Careers (WINC)
Jane Siegal
Consad Research Corporation
121 North Highland Avenue
Pittsburgh, PA 15206
(412) 363-5500
Funding Source: Originally from Manpower Development and Training Act of 1964, then from Comprehensive Employment and Training Act of 1973
Project Monitor: Ann Donovan, Director of CETA Coordinating Unit, Office of Education
(202) 245-9730

Conferences to Create a Concern for Sex Discrimination and a Commitment to Eliminate Differential Treatment of the Sexes

Several projects attacked the problem of sex discrimination by:

- holding conferences to alert key administrators and personnel to this problem
- committing them to its reduction and, ultimtely, its elimination and [pp.26-36]
- providing techniques to overcome it.

Although basically similar, each individual conference strategy reflected the composition of the participants.

For further information about these conferences, contact:

Women in the World of Work
Dr. Mary Ellis
P.O. Box 166
College Park, Maryland
(301) 864-7600
Funding Source: U.S. Office of Education, Bureau of Occupational and Adult Education, under the Education Professions Development Act
Project Monitor: Grace Watson
(202) 245-2331

Education Equity
Billie Mellown, Jr.
Alabama State Dept. of Ed.
Montgomery, Alabama
(205) 832-3290
Funding Source: State grant under the Elementary and Secondary Education Act, Title III

Sex Equality in Guidance Opportunities (SEGO)
Mary Ellen Verheyden-Hilliard
Formerly with the American Personnel and Guidance Assn.
1607 New Hampshire Ave., N. W.
(202) 483-4633
Funding Source: Office of Education, Women's Program Staff
Project Monitor: Pat Goins
(202) 245-2181

Freeing Men and Women to Explore New Careers
Co-sponsored by the American Council of Education, American Personnel and Guidance Assn., National Institute of Education and the University of Maryland
Janice Birk
Counseling Center
College Park, Maryland
(301) 454-2931
Funding Source: National

Institute of Education,
Education and Work Division
Project Monitor: Mary Lou Randour
(202) 254-5470

Civil Rights Institute
Desegregation Institutes Based on Sex Discrimination
Funding Source: Office of Education, Special Projects under Title IV Civil Rights Act of 1964
400 Maryland Ave., S.W., Rm. 2017
Washington, D. C. 20202
Project Monitor: Donna Gold
(202) 245-2465

Project on Expanding Career Options for Women
Jane Seidman
Center for Research for Women
Wellesley College
(607) 237-5980
Funding Source: Office of Education, Women's Program Staff
Project Monitor: Mary Jane Smalley
(202) 245-2757

Materials Developed to Eliminate Sex Stereotyping of Career Choices [pp. 35-44]

The lack of acceptable materials for career consciousness raising was the first problem faced by most of the preceding projects. The approach of these projects was to create the necessary curricula and resources for the programs to eliminate or reduce sex stereotyping of career aspirations. Unlike the materials that were developed by local projects, many of these resources were created to be disseminated for use in future projects and programs. Unfortunately, none of these materials specifically relate to non-traditional vocational training. However, like the projects using the first approach (increasing career awareness), these materials focus on increasing career options and decreasing the effects of stereotyped aspirations.

These resources provide information intended to increase the occupational consciousness of teachers and students through curricula, films, role playing, class activities, presentation of role models, review of pertinent legislation and cassette presentations of sex-biased and sex-fair counseling situations.

For more information, or to obtain the above materials, contact:

Sex Fairness in Career Guidance
A Learning Kit
ABT Publications
55 Wheeler Street
Cambridge, Massachusetts 02138
(617) 429-7100
Price: $15.00
Funding Source: National Institute of Education, Education and Work Division
Project Monitor: Mary Lou Randour
(202) 254-5470

Far West Laboratory for Educational Research and Development
Lisa Hunter
1853 Folsom Street
San Francisco, California 94103
(415) 565-3000/565-3112
Funding Source: Protocol Materials Grant from the Office of Education

Project Equality
Lena LaRae Glennon
Highline Public Schools
15675 Ambaum Blv., S.W.
Seattle, Washington 98166
(206) 433-2365
Funding Source: Grant under Elementary and Secondary Education Act, Title III

EPIE Career Education S.E.T (Selection and Evaluation Tools)
The Educational Products Information Exchange Institute
463 West Street
New York, New York
(212) 675-1163
Price: $31.00
Funding Source: National Institute of Education, Education and Work Group
Project Monitor: Ella Kelly
(202) 254-5470

Planning Ahead for the World of Work
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655
Price: $14.50
Funding Source: National Institute of Education, Grant OEG-3-7-000158-2037

Complying with Title IX
Shirley McCune
Resource Center on Sex Roles in Education
1201 16th Street, N. W.
Room 701
Washington, D. C. 20031
(202) 833-5426
Funding Source: Office of Education, Women's Program Staff
Project Monitor: Mary Jane Smalley
(202) 245-2757

Projects to have public release of materials:

Project HEAR
Merle Breitenfeld
Cogent Associates
575 Ewing Street
Princeton, New Jersey 08540
(609) 921-1484
Funding Source: Grant Under Elementary and Secondary Education Act, Title III

Broadening the Scope of Involvement of Young Women in Occupational Education
JoAnn Steiger
6723 Towne Lane Road
McLean, Virginia 22101
(703) 821-2717
Funding Source: Part of Vocational Education Amendment of 1968 and grant under Title IV of Civil Rights Act of 1964 through Illinois Equal Education Opportunity.

Sex Equality in Guidance Opportunities (SEGO)

Mary Ellen Verheyden-Hilliard
(202) 966-6997
Forerly with the American Personnel and Guidance Assn.
1607 New Hampshire Ave., N.W.
Washington, D. C. 20009
(202) 483-4633

Funding Source: Office of Education. Women's Program Staff
Project Monitor: Pat Goins
(202) 245-2181

Projects to Review and Revise Existing Materials

[pp. 45-48]

One of the more subtle forms of discrimination occurs in the biases of printed material. The last approach identified by this project has as its goal the review and revision of pertinent material to eradicate sex-biased presentations. Many projects rejected this approach as unfeasible since all available resouces were unacceptable. However. for material specific to the institutions such as recruitment of information bulletins, this approach was ideal.

For further information. contact:

Minnesota State Advisory Council
for Vocational Education
Dean Dannewitz
2850 Metro Drive
Minneapolis, Minnesota 55420
(617) 854-1888
Funding Source: Local Funds

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